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ABSTRACT

A demonstration project established eight self-supporting, volunteer-staffed adult basic reading tutorial programs in Connecticut, seven in Massachusetts, and one in central New York city. Literacy Volunteers of America (LVA) tutors also helped adult basic education students, tutored inmates and trained inmate tutors in correctional institutions, and trained college students as tutors. Libraries and business and industrial firms also became involved in LVA programs; materials developed in the course of the project were two guides and a diagnostic reading test. An 18-hour LVA Tutor Training workshop was refined and improved. A portion of the report describes the background, organization, and purpose of LVA, touching on various services and techniques. Next, a section describes the demonstration project in each of the three years in each location. The summary discusses informally the subjects of voluntarism and community development and then focuses on program objectives (setting up a pilot project for possible replication, supplementing State ABE programs, and surviving beyond the Office of Education funding period); major problems encountered during the project; and the results of an independent evaluation, presented as a separate 30-page section covering structure, fiscal procedures, relation to other programs, strengths and weaknesses, and materials. An evaluation worksheet is appended. (MDW)

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FINAL SPECIAL DEMONSTRATION PROJECT REPORT

for

VOLUNTEER ADULT BASIC READING TUTORIAL PROGRAM

July 1, 1971 - March 31, 1974

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BACKGROUND OF LITERACY VOLUNTEERS OF AMERICA, INC. (LVA)

Literacy Volunteers of America, Inc. (LVA) is a non-profit, tax-exempt corporation with its national headquarters in Syracuse, New York. Its purpose is to train volunteers to tutor adults and teenagers in basic reading and writing on a one-to-one basis. It operates through its fifty-six community based affiliate member organizations located in seven states in the Northeast. About 2,900 volunteers are tutoring 3,000 students classified as functionally illiterate.

LVA was founded in Syracuse in 1962. As its program became better known, affiliates were organized throughout New York State and then in other states in the Northeast. LVA was incorporated in the State of New York in 1967. Its name was changed to Literacy Volunteers of America, Inc., in 1972 to emphasize its growing national character and goal.

I ABSTRACT

Background -- Over 21 million Americans, 16 years of age or over, suffer from serious reading deficiencies. Literacy Volunteers of America, Inc., (LVA) is a tax-exempt, non-profit corporation with its national headquarters in Syracuse, New York. LVA trains volunteers to tutor adults in basic reading and writing.

Purpose of Project -- To provide a pilot volunteer adult basic reading tutorial program which can be replicated in any state in the country by establishing community-based programs to supplement and complement state Adult Basic Education programs in the States of Connecticut and Massachusetts and in New York City.

Procedures -- LVA has trained and managed paid coordinators located in the States of Connecticut and Massachusetts and in New York City. The coordinators have spear-headed the establishment of local programs by recruiting and training community volunteers to tutor and to assume leadership positions in the administration and management of the local programs. Literacy Volunteers have been trained to tutor in the community in general.

In addition, many tutors have worked in the following program components:

Adult Basic Education (ABE) Centers -- Literacy Volunteers have tutored ABE students who needed special help to keep up in class. Literacy Volunteers have worked with ABE dropouts, and referred students to ABE when the students were ready for ABE. Literacy Volunteers have also worked with students who were unable or did not desire to obtain instruction in an ABE center.

Corrections -- Literacy Volunteers have tutored inmates in correctional facilities, including maximum security facilities. Inmates have been trained to tutor their fellow inmates.

Universities/Colleges -- College students have been trained by Literacy Volunteers to tutor elementary school students in the community. Several colleges have granted credits for Literacy Volunteers training and subsequent tutoring. The American Council on Education recently approved LVA training and tutorial experience for three semester hours of credit at the graduate or undergraduate level.

Libraries -- Several libraries have adopted the LVA program as an integral part of their outreach program and have become major sponsors of Literacy Volunteers in their communities.

Business/Industry -- Various corporations and business firms have become major supporters of the LVA program by furnishing various resources. Company personnel have been released to tutor or to be tutored; and most important, to assume leadership positions in operating local programs.

Results

Local Programs Established and Functioning -- Viable volunteer adult basic reading tutorial programs have been established in eight communities in Connecticut, seven communities in Massachusetts and one in a central office location serving New York City. The local programs are volunteer manned and financially self-supporting. In addition, the state ABE directors in all three states are partially funding the continuance of Literacy Volunteers programs at the state level.

Materials Published -- The primary materials developed and available are:

(1) LEADER, a guide for organizing and directing a volunteer basic reading program

(2) TUTOR, which provides step-by-step instruction in techniques for volunteers to tutor adults basic reading.

(3) READ, a test designed for volunteers' use in determing levels and diagnosing student needs.

Major Program Supports -- Concurrent with this project and funded from other sources, LVA has refined and repackaged its previously developed 18-hour Tutor Training Workshop. The improved workshop together with other program supports such as an annotated bibliography, handbooks on public relations, workshop leaders training, and program administration, has enabled LVA to significantly increase its effectiveness in making its program capable of being replicated in other states.

Conclusions

(1) LVA has demonstrated that volunteers can be a valuable, low-cost supplement to ABE programs provided they are well trained and organized to insure supervision, support, and accountability.

(2) There is great potential for using volunteers in cooperative programs with ABE centers, correctional facilities, libraries, universities/colleges, business/industry, and in outreach programs.

Dissemination -- LVA has been awarded a grant from the U. S. Office of Education under Title II 309 (c) of the Adult Education Act. During fiscal year 1975, LVA will work closely with the Regional Staff Development Project Directors in U. S. Office of Education Regions I, II, III, V and X to disseminate experiences gained in its demonstration project and provide the state ABE directors in these regions with the capability of establishing volunteer adult basic reading tutorial programs. LVA is ready to assist interested parties throughout the country to help solve the national reading problem by providing the following training and technical assistance:

(1) Training of tutors

(2) Training of workshop leaders (trainers of tutors)

(3) Training and/or management of organizers or coordinators to establish one or more volunteer adult basic reading tutorial programs.

II PURPOSE OF PROJECT

To provide a pilot volunteer adult basic reading tutorial program which can be replicated in any state in the country by establishing community-based programs to supplement and complement state Adult Basic Education programs in the States of Connecticut, Massachusetts, and in New York City.

III PROBLEM OF ILLITERACY IN THE UNITED STATES

Functional illiteracy among adults is a problem in virtually every area of the nation. The 1970 census data indicates there are over six million persons in the United States twenty-five years or older with less than five years of schooling. These statistics do not reflect the number of adults between the ages of sixteen and twenty-five and the additional millions who have completed five or more years of school and cannot read at the fifth grade level. It is commonly acknowledged by educators that persons should be able to read at least on the eighth grade level to cope with the problems of everyday living. The National Reading Center, Washington, D. C., commissioned Louis Harris and Associates, Inc., to conduct a survey in 1971 which revealed that 15 per cent of the adult population (or about 21 million persons), lack the basic functional reading skills to successfully deal with simple, routine experiences: filling out application forms for a driver's license or Medicare, a personal bank loan or a job. These adults were unable to read instructions for long-distance dialing or classified ads for employment. In other words, they lacked the "survival" skills needed in our increasingly complex society. Functional illiterates experience a loss of self-confidence and personal dignity. Their handicap makes obtaining and retaining a job difficult, in providing adequately for a family and in successfully handling domestic, social or legal situations.

IV DESCRIPTION OF THE LITERACY VOLUNTEERS PROGRAM

A. Individualized Teaching Concept

LVA trains volunteer men and women to tutor basic reading and writing to adults on a one-to-one basis. The reasons for the one-to-one approach:

1. Many adults who are functionally illiterate have already met failure and frustration in classroom situations and associate these negative results with any group teaching.
2. It is admittedly difficult to find two or more adult students who are at the same reading level and can meet to study at the same time, and even more difficult to find two or more who can proceed at the same rate of speed. A slower student immediately becomes discouraged when he senses that he is falling behind.
3. Adult students respond eagerly to materials adapted to their individual interests and abilities. Motivations for learning to read vary greatly among adult students. Literacy Volunteers try to consider the particular motivation of their individual students in planning lessons and choosing materials.
4. Adults who need basic reading help almost always have other serious social and economic problems. The knowledge that one person is concerned about them, individually, can help with their total approach to these other problems. Personal concern can best be shown in a one-to-one situation.

B. Need for Volunteer Reading Tutors

Millions of adults 16 years or older have their quality of life diminished because of serious reading deficiencies and are not, and probably cannot be, reached through the traditional school structure. The problem is so great that there is simply not enough money to pay reading specialists/professionals

to reach all of these citizens, if indeed we had an abundance of such specialists. Therefore, a practical way to achieve the "right to read" for all citizens is by using skillfully trained and organized volunteers, cooperating and working with professionals.

C. Volunteer Involvement

Basic to the LVA reading program is the volunteer involvement. The staff establishes affiliates, conducts seminars, conferences, visits, and in general provides the day-to-day support services and overall coordination. However, volunteers are the backbone of the program and constitute 99% of the manpower resources involved.

Volunteers are a special breed. Their potential has never been fully realized, but educators -- among others -- are now beginning to realize their potential as aides in solving some of the staggering problems of the teaching field today. But unfortunately volunteers are often misused, if not actually abused. LVA has sought to determine the primary needs of volunteers, and has incorporated these needs into the operating processes of the overall Literacy Volunteers program. A volunteer needs:

1. Orientation in the role he has chosen, and an explanation of the commitment required. Each prospective volunteer is interviewed by Literacy Volunteers. During this interview, the Literacy Volunteer explains the problem of adult illiteracy in his community, the community resources available, the training he will receive, and his commitment of at least one year of tutoring one student for two, one-hour sessions a week.

2. Excellent training. Literacy Volunteers trains the volunteer thoroughly in specific teaching techniques, teaches him how to test the reading level of his new student and provides him with insight into the world of the student. All this is done by translating professional methods into terms clearly understandable by volunteers. No threatening educational jargon is used.

3. To be Supported. Literacy Volunteers through its organizational structure, provides a volunteer supervisory system. Help, advice, and encouragement is always available, as well as library resources and professional staff assistance when needed.

4. To learn about new materials, methods, and techniques. Each Literacy Volunteers affiliate holds regular in-service training sessions, and in addition, state or regional seminars for affiliate leaders are held annually.

5. Satisfaction. This is the plus that comes from serving a vital need of another human being.

D. Comprehensive Training

The LVA program places heavy emphasis on training which has evolved over the past seven years into the comprehensive training program described below. Volunteer tutors are trained and use materials and techniques specifically developed for, and understandable by, anyone with a high school education or comparable ability. The materials were developed by experienced Literacy Volunteers and professional reading consultants.

1. The Basic Reading Tutor Training Workshop is a concentrated 18-hour training designed to enable a volunteer to teach a functionally illiterate adult or teenager to read and write. Trainees are taught four basic approaches to the teaching of reading and how to combine their use.

These approaches, or techniques, are:

a. *Experience Story* -- how to use an expression in the student's own words of something from his own experience. The teacher writes down the story exactly as verbalized by the student, and then teaches him to read his own words.

b. *Sight Words* -- how to teach words that are so basic to reading that the student needs to be able to recognize them by sight, without the use of phonetic or any other kind of analysis.

c. *Phonics* -- how to teach the sounds of letters, and of letter groups.

d. *Phonics-in-Pattern* -- how to teach the relationship between clusters of letters and the clusters of sounds they represent -- the "word family" approach.

Other major emphases in the workshop include lesson planning, student motivation, materials and their use, testing, and tutors' attitudes.

Textbooks for the course are TUTOR and READ (described on pages 10 and 11) and workshop leaders are either trained volunteers or LVA staff members. Quality control of every workshop is assured by the use of cassette tapes and slides and a detailed script of every segment of the workshop.

2. Local Affiliate In-Service Training is given in different ways in LVA affiliates, but at least one such training session must be held annually as a condition of affiliate membership. The training sessions are of three major types.

a. For the tutors themselves, to provide them with specific helps in their teaching, and to give them an opportunity to share their

successes and problems with other volunteer tutors.

b. For volunteers who have assumed roles of leadership in the affiliate organization, such as affiliate officers, tutor supervisors, public relations chairpersons, etc.

c. For tutors in any of the specific sub-programs, such as ABE, corrections, business or industry, etc.

3. Tutor Training Workshop Leaders Training provides an extension of the detailed instructions included in the workshop script. Leaders are taught the details of preparation for the sessions, presentation of the tapes and slides, and how to demonstrate teaching techniques. Special emphasis is put on creativity, on how to extend the basic workshop so that it is even more valuable to trainees.

4. Local Affiliate Management Training is provided for affiliate leaders who carry on the business of running the community-based programs. Training is given both to leaders of newly-formed affiliates, and to new leaders of established affiliates. Emphasis is given to techniques of recruitment of teachers and students, fund raising, sponsorship recruitment, public relations programs, and supervision of the entire tutorial program.

5. State Coordinators and State Directors Training is provided to staff members who are responsible for establishing the LVA program in their states or areas. The training is usually done over a two-week period and includes the Basic TTW, as well as both workshop leaders training and affiliate management training.

Special emphasis is given to all the details of establishing viable affiliate units, to cooperation with existing agencies, such as ABE, and to building the state structure needed to support the program.

E. Supportive Systems and Materials

Although good tutor training is vital to a volunteer basic reading program, it is not in itself enough. Supportive systems and materials are also needed as part of the overall program to achieve success.

1. READ Test, TUTOR and LEADER Handbooks

Additional help needed by the volunteer comes in the form of instructional reading materials which are developed by LVA under a grant from the New York State Office of Education, formerly published by the Follett Publishing Company and now published by LVA. They are co-authored by Ruth Colvin, founder and chairperson of LVA's Research and Development Committee; and Dr. Jane Root, reading consultant. The three items are:

a. *READ Test* -- This fills a need for a basic diagnostic reading test for adults and teenagers. Although designed for administration by volunteer tutors, it is useful for professional educators as well. The evaluation gives information leading to instruction on ten levels based on skills in the following areas: Basic Sight Words, Word Analysis Skills, Reading in Context, Reading and Listening Comprehension.

b. *TUTOR* is a handbook for teaching basic reading to adults and teenagers. Step-by-step instructions to provide the skills and techniques for teaching reading are included. It is addressed primarily to those who have had no experience in the teaching of basic reading, but its explicit techniques will also be found useful by professional teachers. The instruction methods include the four approaches explained in paragraph D1, Section IV. TUTOR

also serves as a textbook for the LVA Tutor Training Workshop. It provides the tutor with a ready reference to reinforce the techniques taught in the Tutor Training Workshop.

c. *LEADER* is a handbook for the planning, organizing and directing of a basic reading program for adults and teenagers. LEADER contains general guidelines on how to effectively and efficiently manage a volunteer-operated literacy organization.

2. Basic Reading Workshop Leaders Handbook gives suggestions to the tutor-trainer for doing the basic job competently, and then expands on this by suggesting ways the leader may do a better job, by adding creative touches that will make the training sessions more interesting as well as more productive. Objectives for the tutor-trainer are stated, and checkpoints are provided throughout the handbook so that he may measure his own mastery of the objectives.

3. Policies and Procedures Handbook contains guidance in such things as: training programs, operational sub-programs, program forms and their use, constitution/bylaws, requirements for membership, tax-exemption, fund raising, etc.

4. Annotated Bibliography is a compilation of useful reading materials categorized by function and assigned reading levels of difficulty to correspond with scores attained on the LVA READ Test.

5. Public relations materials which are used primarily for student and teacher recruitment such as: a Community Relations Handbook, promotional slide talk, TV spot announcements, brochures, posters, and flyers.

F. How a Typical Literacy Volunteers Affiliate Functions

An affiliate, regardless of location and size, performs many functions: Recruits and trains volunteer teachers, recruits students, matches students and tutors, teaches students, supervises tutors, prepares progress reports

on students, maintains student and tutor records, builds and maintains a library of reference and teaching materials, conducts in-service training, attends Annual Conference, publicizes program, conducts special events (i.e. student tutor meetings and awards sessions), and raises funds to support the local program. Most affiliates in addition to the general program which they carry on in the community at large, also are involved in one or more of the sub-programs described below. These sub-programs demonstrate LVA's flexibility to respond to the varied needs of the community and attract the volunteers' interest. This helps explain why LVA can effectively operate in relatively sensitive areas and yet be accepted as a non-controversial and non-political program:

1. Adult Basic Education (ABE) Program. Literacy Volunteers work cooperatively with ABE centers in every state where LVA has programs. Literacy Volunteers tutor students who need one-to-one help to keep up in ABE classes, take dropouts and refer students to centers when the Literacy Volunteers tutor feels the student can cope with classroom instruction. Perhaps of even more importance is that Literacy Volunteers reaches out to those students who cannot or will not attend ABE centers.
2. Corrections Program. LVA has worked in local and county jails for years. However, in the past several years Literacy Volunteers has operated its program in several maximum security facilities located in several states. Two different, but related, approaches are being used: the first is to train volunteers from the community to tutor inmates and the other is to train inmates to tutor their fellow inmates. Because of the success of this expanding program, LVA has received a Law Enforcement Assistance Administration grant to significantly expand its program throughout New York State, using Action volunteers to spearhead and coordinate its program at various state correctional facilities.

3. Business/Industry Program. Working cooperatively with business or industrial firms is a natural for LVA. Many firms have some employees who need basic reading tutorial help and firms are seeking ways by which they can become involved in helping to solve problems of the disadvantaged in the areas where the business is located. Therefore, LVA has trained company employees to tutor their fellow employees who need help and has also trained company employees to work in the community. Several companies have become major sponsors of the LVA program by producing public relations materials, providing space for training and tutoring or an office, purchasing and housing a small library, and releasing employees not only to tutor but to assume important leadership and administrative roles in local Literacy Volunteers programs.

4. University/College Program. Under various plans, volunteers have taught college students to tutor in the community. The college students have received inter-session or college credit for their work. LVA is presently planning an expansion of its program with universities and colleges, to gain wider acceptance of the LVA Tutor Training Workshop and related requirements as a credit-bearing course. The American Council on Education recently approved LVA training and tutorial experience for three semester hours of credit at the graduate or undergraduate level.

5. In-School Teen Program. The problem of in-school teens who are seriously disadvantaged in reading is an increasing concern of school administrators. LVA tutors such students in many junior and senior high schools, using both adult tutors and high school teen tutors, assigned to tutor younger teenagers. The programs are coordinated in close cooperation with school principals, reading teachers and classroom teachers.

6. Library Program. In recent years, libraries have sought out the means by which they could provide better services to the community. The LVA program has been established in several libraries as an integral part of the libraries' outreach, with library personnel playing major roles in the administrative work of the LVA affiliate.

V METHODOLOGY

A. Recruitment and Training of Personnel

The first step in implementing the demonstration project was to recruit and train personnel. Interviews were held during July and August, 1971, and in each of the three areas ABE staffers gave assistance to LVA in screening applicants. The coordinators were hired by September 30, 1971, and reported to the Syracuse, New York office of LVA for training in October.

The training included: thorough briefing in the terms of the proposal, and in the coordinators' responsibilities in carrying out these terms; instruction in all phases of LVA's organization from national office to local affiliate management; instruction in LVA's Tutor Training Workshop, and in how to present this workshop to others; briefing in use of community resources; input from experienced LVA volunteer leaders; briefing on cooperative programs between LVA and ABE, industry, public schools; and instruction in the use of LVA's materials and public relations tools. As part of the training, the new coordinators attended the Annual Leaders Seminar, which gave them an opportunity to talk with volunteer leaders of LVA's already-existing affiliates.

B. Field Work -- First Year

Coordinators had specific objectives presented to them requiring them to establish one fully operative affiliate by the end of FY '72, and to initiate the formation of four additional affiliates in each of the three areas. Therefore, they were under pressure to begin local programs immediately, and by the end of the year both Connecticut and Massachusetts had surpassed the required goal. New York City had more limited success,

and LVA was beginning to re-assess its plan for the city. Differences in approaches used reflected the particular skills of the coordinators. A brief account of the approaches used, and results shown in each area follows:

1. Massachusetts

   The coordinator for this state, Jane DeFalco, put special emphasis on enlisting firm sponsorship for the first two affiliates, and was particularly successful in this. Worcester County National Bank sponsored Literacy Volunteers in all of Central Massachusetts for the first year and was also a most valuable recruitment aid through its employees in many branches. The pilot affiliate in Worcester achieved unusually rapid initial growth, and many of the original trainees were bank employees. By the end of the first year, there were two operational affiliates and four more in beginning stages.

2. Connecticut

   The Connecticut coordinator, Judith Koloski, worked closely and skillfully with the media to launch a public relations campaign that gave her first affiliate in Hartford an excellent start. At the same time, she worked to involve the business community, and had special success with several of the insurance companies. These companies provided funds, in-kind services, and also recruited trainees among their own employees. Hartford, Connecticut's pilot affiliate, became a strong unit before the first year was over and continues to be a model affiliate. Two other affiliates were in operation by the end of the first year, and three others were in earlier stages of development.

3. New York City

The coordinator in this city tried first to establish the program in Harlem, and the first two workshops were given there, and tutors were trained and began tutoring. However, the lack of volunteer leadership emerged as a major problem, and LVA began to re-assess its plans for the city. Contracts with various agencies in Brooklyn and the Bronx, as well as Manhattan, were made, but independent volunteer efforts were not in evidence. The concept of affiliate organizations, as LVA defines them, that of independent community-based tutorial organizations which are volunteer-led and volunteer-manned, was therefore seen to be in question in New York City with its acute urban problems.

C. Field Work -- The Second Year

After the first year, with its urgent emphasis on starting LVA affiliates, the coordinators were able to work at strengthening existing programs and on developing new areas of interest and of sponsorship.

1. Massachusetts

The coordinator stressed training affiliate leaders during the second year, in an effort to strengthen the local organizations. The state also launched a program at Bridgewater Correctional Institution, led by trained Literacy Volunteers from the Worcester affiliate. A second sub-program was initiated at Gardner State Hospital by the volunteers in the Montachusett Area affiliate. State newsletters were published, and good local press coverage was received. By the end of the second year, there were seven affiliates at work with 118 trained tutors teaching 130 students.

2. Connecticut

The excellent public relations program continued here, as was demonstrated by newspaper coverage, participation in fairs sponsored by insurance companies, and television coverage both in news programs and in one 30-minute documentary in Hartford.

A dramatic, although small, sub-program in Connecticut was started at Somers Correctional Facility where inmates were trained to tutor other inmates. The success of this program was recognized by the press on T.V., and gave encouragement to LVA affiliates in other states who were also beginning tutorial programs in corrections.

Sponsorship of local affiliates by business continued, and new sponsorship was given by libraries, specifically in Norwich and Waterbury. The coordinator's policy of cooperation with existing agencies was emphasized by her work to help initiate a Right to Read Commission in Hartford.

By the end of the second year, six affiliates were at work, with 269 trained tutors tutoring 271 students.

3. New York City

A change in program planning and a change in staff greatly altered the program in New York City during the second year. It became evident to LVA that the traditional affiliate concept would not work in that city. Instead, the decision was made to direct all efforts to establish programs through existing agencies, organizations, or businesses. Volunteers would therefore tutor students in a structured situation, rather than in isolated situations throughout the city. The goal of one central affiliate organization was still

retained, but the difficulty of recruiting leadership for such an affiliate was acknowledged.

The decision to replace the coordinator was reached in April, 1973, and a new coordinator, Dianne Kangisser, was hired in June. Her training was completed in June, and she began her field work in early July at the end of the second year.

Before this staff change, seven workshops had been given in the city, with a total of 78 tutors trained. 72 students had been tutored during the year.

D. Field Work -- Third Year

Emphasis changed again during this last project year, as coordinators worked to establish voluntary state boards, and to procure funds that would insure the continuation of the project. New York City was necessarily at a different developmental stage, with the new coordinator implementing the revised plan of operation in the city.

1. Massachusetts

The state coordinator recruited members to serve on an interim board of directors and began meetings with that board to plan fund raising and program strategies for the future. Modest support was pledged by business and industry, approximately $8,000.00 before the end of the project year. By-laws were adopted, according to a model suggested by LVA.

Affiliates in the state were not as strong as in the previous year, and one unit, New Bedford, was terminated. The others continued at about the same membership level as before.

The coordinator served on the state Right to Read committee, and gave a workshop for the Right to Read program in Mansfield.

2. Connecticut

The state coordinator started regular meetings with her newly-recruited Board of Directors. By-laws were reviewed and adopted. The board concentrated its efforts in two areas, fund raising and public relations. They were notably successful in their fund-raising efforts, with approximately two-thirds of their FY '75 budget raised in the private sector, and the other third pledged by Connecticut ABE.

Seven affiliates continued to show strength and program success, while only one reportedly was in danger of failing. The Somers Correctional Facility Affiliate expanded its outreach to a neighboring facility at Enfield, through the transfer of an inmate who was able to train tutors there.

3. New York City

The city coordinator completed three workshops at the Port of New York Authority, and worked on this project until all administrative details were assumed by the Port Authority.

The coordinator's main thrusts during the rest of the year were directed toward cooperative programming with the Welfare Education Program (WEP) and ABE. The initial programs involved only small numbers of Literacy Volunteers tutors trained and placed in ABE and WEP centers, but the pattern was established, and the programs are now growing.

Mrs. Kangisser investigated a cooperative program with the college Work Study Program for economically disadvantaged college students, and received a letter approving Literacy Volunteers' elegibility to participate in this program of the City University of New York. Funds are being sought for this project, since 30% of the costs must be borne by the participating agency.

Most recently, the LVA workshop has been held at Columbia University Teachers College, in which 15 graduate students have been trained to tutor. They have agreed to a six-months' commitment for tutoring, and are receiving graduate college credit hours for the LVA course.

Current projects include: training Retired Senior Volunteer Program volunteer personnel to tutor students at South Beech Psychiatric Center; training community volunteers to tutor at the Red Cross, where Literacy Volunteers of New York has its office; recruiting community volunteers through the Mayor's Office on Volunteers to tutor at the Queens House of Detention.

Mrs. Kangisser has been assisted in her work by a staff of two ACTION volunteers who were recruited and trained in February, 1974. They are now skilled Literacy Volunteers tutor-trainers.

E. ABE Involvement

Throughout the project, all coordinators have put emphasis on cooperation with ABE, and on demonstrating LVA's role in complementing that of the professional adult educator. This cooperative stance has been rewarded by an equally open attitude by ABE personnel.

At the beginning of the project in New York City, the Literacy Volunteers coordinator was given temporary office space in ABE quarters, and meetings were held to determine the best ways to use Literacy Volunteers trained volunteers in ABE centers. Contracts between the State ABE Director and LVA continued throughout the project.

ABE in New York State has pledged funds for LVA's support in all of the state, including New York City.

In Connecticut, the working relationship between ABE and Literacy Volunteers was quickly established at both state and local levels, and continued throughout the project. Connecticut's Director of Adult [illegible]c Education, has been a strong supporter of Literacy Volunteers from the start; and he currently serves on Literacy Volunteers state board of directors. His state has funded approximately one half of the budget required for the continuation of Literacy Volunteers in Connecticut through FY '75.

In Massachusetts, conferences were held in the first few months of the project between the coordinator and State ABE Director. These contacts have continued throughout the project, with the final result just announced that the State Department of Education will provide the major amount of funds needed by Literacy Volunteers in Massachusetts for FY '75.

CUMULATIVE PROJECT STATISTICS

1971 - 1974

Area	No. of Affiliates Established	Number of Workshops Given	Tutors Trained	Students Taught
Massachusetts	7	26	303	271
Connecticut	8	40	499	582
New York City	1	14	135	116
TOTAL	16	80	937	969

Although the number of students taught is important, it is more significant that viable community-based volunteer reading programs were established which are continuing upon completion of the project, and that training materials and supports were developed for use in possible replication.

VI RELATED LITERACY VOLUNTEERS INVOLVEMENTS

It would be remiss to prepare this report without reference to some of LVA's related program areas which were not an integral part of the 309 (b) demonstration project. Inevitably, results and findings in one area benefit and involve the others.

A. Operation State-Wide Programs

1. Maine

Literacy Volunteers program in Maine has grown in five years from one volunteer-led affiliate to eleven such organizations, plus an active state Board of Directors, a full-time paid state director and assistant to the director, and the distinction of being the first state-member organization of LVA. This state has been an innovator, and through the efforts of its first state coordinator, a volunteer, Literacy Volunteers of Maine gave the first (a) workshop for college credit, (b) contract workshop for a city school system, (c) workshop at an Indian school. The State ABE Director serves on its Board of Directors and was instrumental in obtaining an ABE grant for FY '75.

2. New York

Literacy Volunteers' home state understandably has the greatest number of affiliates. Currently there are 25 active units throughout the state, representing some of the most firmly established and active of all of LVA's programs. They range in size from Rochester's program with over 300 active volunteers to four small-town units that join together to form the St. Lawrence County affiliate. Sub-programs in

corrections, ABE, hospitals, industry and junior and senior high schools are represented in most of the affiliates. Sponsorship of local affiliates comes from many sources including church and civic groups, libraries, business and fraternal organizations.

A Board of Directors is at work to prepare this state for full membership status, with funds sufficient to support its state coordinator and office.

3. Vermont

Literacy Volunteers involvement in this state is unique, since the program is completely under the State Department of Education. Staff interns in the four regions of the state have been trained by Literacy Volunteers, and in turn have trained volunteers who are tutoring in ABE's home tutoring programs. They are considered an integral part of the total ABE program in the state, and the statistics show that the use of Literacy Volunteers has been instrumental in enabling the state to increase its students enrolled at the beginning level from 367 in 1973 to 604 in 1974, a 64.5 percent increase.

B. English as a Second Language (ESL) Workshop

In response to the increasing number of requests from all LVA affiliates for training for tutoring students for whom English is a second language, a completely new workshop has been developed and is now in use throughout LVA's program. It is an 11-hour workshop for ESL tutors, developed by Ruth Colvin, chairperson of LVA's Research and Development Committee, over a two-year period, in consultation with professionals in the field.

Robert Poczik, Associate, Bureau of Basic Continuing Education of the New York State Department of Education, served as consultant to the LVA task force which produced the workshop. It follows the same general format as LVA's Workshop for Basic Reading Tutors, and is on cassette tapes, with accompanying slides.

C. Technical Assistance to Other Programs

In an effort to provide its training and organizational know-how to clients outside of its own affiliate structure, LVA offers technical assistance packages, tailored to individual situations, on a contract basis. Such a package would include training for tutors (either the Workshop for Basic Reading Tutors or the Workshop for ESL Tutors), training for workshop leaders (tutor-trainers) and training in techniques for establishing community-based volunteer tutorial programs. It would also include one or more in-service sessions, and supportive materials, as well as consultive services by phone and correspondence throughout the term of the contract. Such assistance has been provided in cooperation with several migrant, Right to Read, school and ABE programs.

VII SUMMARY OF FINDINGS

A. Voluntarism and Community Involvement

To maintain the vitality of voluntarism and obtain resource support from the private sector, volunteer programs -- while working cooperatively with ABE programs -- should be as independent of direct supervision from the government as possible.

Volunteer, non-profit organizational units possess the flexibility to respond to needs which governmental institutions, by themselves, cannot fulfill. Examples can be found in the multitude of in-kind resources which individuals and private businesses and corporations can and do contribute.

The search by various organizations to recruit volunteers to perform needed services is growing; and with rising costs and limited resources, volunteers will be in more demand as a valuable commodity in the future.

Volunteers are becoming more sophisticated in their thinking and understanding and in the roles they will play. They want and need good orientation and training, to be supported, and to be held accountable. Lastly, they need to know that they are appreciated and that what they are doing is well worth while.

The traditional pool of married, non-working women as the source of volunteers is decreasing. As more and more married women obtain paid employment, volunteer programs need to be designed to accommodate their working schedules.

In the Literacy Volunteers program volunteers are:

most effective as:

..tutors

..student and tutor recruiters

..promoters of the program among community organizations and the general public

..trainers of tutors

..members of local boards of directors

effective at:

..training workshop leaders (trainers of tutors)

..raising funds for local program

..obtaining in-kind services and resources

least effective at:

..establishing initial program

..assuming key leadership roles in time-consuming jobs of managing an on-going program

LVA has had numerous instances in its overall program where volunteers have effectively established and managed local programs. However, recruiting volunteers to perform these latter functions is becoming increasingly difficult and was a major problem in this special demonstration project. Many local programs would not have been started and others would have failed if paid staff were not readily available to provide needed support. LVA feels strongly, however, if volunteers can be recruited to perform these functions, they can do a very effective job.

B. Discussion of Major Objectives

From the project's beginning, LVA has been concerned with developing community-based volunteer adult basic reading tutorial programs which would:

1. Complement and supplement ABE programs.
2. Serve as a pilot project for possible replication.
3. Survive upon completion of the U.S. Office of Education 309 (b) Grant.

Each of these objectives will be addressed below in terms of how effective LVA has been in meeting the objectives. It should be noted that only the first two were project objectives. The third has been added as an objective which LVA considers equally important.

1. Complement and Supplement ABE Programs

LVA's goal is to train volunteers to tutor adults in basic reading and writing. Because of the limited scope of its goal it is particularly well suited and satisfied to play a complementary and supplementary role in working with ABE personnel. Pages 19 through 24 of the Appendix provide examples of cooperative efforts between LVA and various governmental agencies. In the past year, most of the examples cited have been significantly expanded. For instance, the Law Enforcement and Assistance Administration, through the New York State Department of Corrections, has funded LVA for over $100,000 to train and manage ACTION volunteers who will train community volunteers and/or inmates to tutor inmates in six New York correctional facilities.

The State of Vermont has increased the number of functional illiterates presently being tutored by Literacy Volunteers to over 250 in this past year. This is particularly noteworthy because practically all of the students taught are students in rural areas who would not otherwise have been helped using traditional ABE methods. The state-wide Literacy Volunteers program in Maine has grown to the point where, in cooperation with ABE and the Right to Read program, it is used as a central clearinghouse and referral agency for all public reading programs operating in the state.

2. Serve as a Pilot Project for Possible Replication

LVA has considered its primary task to refine its training materials and develop the supportive systems necessary for establishing and operating viable community programs. Of secondary importance has been the number of community programs established and the number of volunteers trained and tutoring. LVA had several years earlier proven that volunteers could successfully tutor basic reading in its home State of New York. However, it needed to determine whether the Literacy Volunteers program could be refined and economically packaged so that other states could use it. LVA has refined and repackaged its previously developed 18-hour Tutor Training Workshop and developed the supplemental supports listed on pages 10 and 11 of this report which are necessary for establishing viable basic reading tutorial programs.

3. Survive upon Completion of the U.S. Office of Education 309 (b) Grant.

It proved difficult to obtain funds to establish a state-wide umbrella organization to support community-based programs upon termination of the 309 (b) grant; however, LVA was successful in obtaining sufficient financial support to keep the Literacy Volunteers program going in all three target areas of Connecticut, Massachusetts and New York City.

C. Major Problems Encountered in Carrying Out Project

1. Convincing ABE personnel that the Literacy Volunteers tutors can be depended on to do a good job of tutoring basic reading.

This appeared to be one of the major obstacles confronting LVA in the early stages of its project. Most ABE directors indicated that they had tried using volunteers before but that the volunteers did not work out, or they would like to use volunteers if they could depend on them. Only after LVA proved to the more receptive ABE personnel that volunteers who are well trained and supported could do a good job, did they become more inclined to use volunteers. By the end of the project, ABE personnel were approaching LVA requesting not only volunteers but in many instances requesting training for their own professional staff.

LVA's stature is significantly enhanced each time an additional state ABE director helps in funding the Literacy Volunteers program.

LVA is presently receiving major funding from the ABE programs in the States of Connecticut, Maine, Massachusetts, New York and Vermont.

2. Recruiting volunteers to fill key leadership positions in operating community programs.

Page 28 indicates the effectiveness of most volunteers at specific functions based upon LVA's experience. Although examples can be cited in LVA's past history of establishing numerous local programs and one state-wide program entirely with volunteers, it should be noted that it became apparent early in the movement that paid staff help at the state level was essential to establishing and maintaining effective local community programs. In LVA's 309 (b) demonstration project operating in New York City, Connecticut and Massachusetts, it became increasingly evident that it was very difficult to establish and maintain local programs without staff assistance. The staff assistance need not be full time; however, its availability is important. As new and additional support tools became available to the volunteers in the project, it made the job of the LVA staff coordinator less difficult. Obviously, the establishment of new local programs in the future with the experiences gained and new support tools will be easier. It is LVA's opinion that the most effective local program could be formed by volunteers with at least one part or full-time staff forming a team effort.

3. Retention of trained volunteers and students

Retention of students is a problem in most ABE programs and the Literacy Volunteers program shares this problem, plus the added problem of retention of the volunteer tutors. Based on a survey of LVA affiliates, the following data indicates that the Literacy Volunteers program does reasonably well.

a. Of the trained volunteer tutors,

about 80% tutor at least one full year;

about 65% tutor more than one year (but not necessarily the same student)

b. Of the students taught,

about 25% drop out in less than three months;

about 55% complete one full year of instruction;

about 40% complete more than one full year of instruction.

Before they are accepted for training, volunteers are asked to commit themselves to the Literacy Volunteers program for one year. This commitment, in addition to the 18 hours of initial training, serves to eliminate all but the most sincere and dedicated volunteers.

4. Obtaining funds to establish an umbrella state-wide organization to support local community programs

LVA has fully demonstrated that local community programs can be financially self-supporting provided staff assistance is made available in getting them started. However, attempting to secure the larger amounts of funds ranging from $15,000 to $30,000 per year to maintain a state-wide program in support of local programs has proven to be very difficult. After much effort, success was achieved in obtaining funds for the continuation of the Literacy Volunteers program in the project target areas of Connecticut, Massachusetts and New York City. Most of the funds came from the support of the state ABE directors; however, funds were also obtained from the private sector along with the continued support provided

by free in-kind services. Obviously, the more successful a program supplying a needed service is, the less difficult it is to obtain the funds required for operations. The transition from Federal funding to securing funds at the state level would be much easier if the state had been involved in the program development and funding process from the beginning.

D. Evaluation

Perhaps the best evaluation of Literacy Volunteers efforts is that the program is alive, well and growing in all areas where it is operating and has the support, including financial, from the state ABE directors.

1. Report of Independent Evaluation

The most comprehensive evaluation made of the overall LVA program was conducted by Richard Ford Associates, Inc., (RFA) Syracuse, New York, in November, 1973. The independent evaluation was conducted pursuant to the U.S. Office of Education Grant OEG-0-71-4479(324) Adult Education Act, Section 309 b. The complete RFA report is enclosed as an appendix to this report. Readers are cautioned to note that the report was issued one year ago, and that action has been taken by LVA to comply with all suggestions which were possible to implement. Further, much progress has been made in many areas reflected in other sections of this report. The following letters from Dr.'s Ford and Greene accurately reflect a summation of the RFA report.

RICHARD FORD ASSOCIATES, INC.

educational/
management
consulting

January 2, 1974

Mr. Joseph Gray
Executive Director
Literacy Volunteers of America, Inc.
222 West Onondaga Street
Syracuse, New York 13202

Dear Mr. Gray:

This firm has recently completed an extensive evaluation of Literacy Volunteers of America (LVA). We have reviewed all program materials and conducted an indepth analysis of the administrative structure and organizational effectiveness of LVA.

Recognizing that complete evaluation reports are often too lengthy to be incorporated in proposals submitted to funding agencies, I am providing a summary statement dealing with the overall evaluation.

Literacy Volunteers of America today is a well-structured, efficiently-administered organization governed by an outstanding Board of Directors. We were impressed in 1971 and we were again impressed in 1973 with the vision, dedication and skills of the persons serving on the LVA Board.

A major strength of LVA is its committment to systematic planning, implementation and evaluation of its programs. This is an important management function which is poorly executed or absent in many non-profit corporations. Through a self-conscious approach to learning from experience, LVA has made great strides in developing a viable model for the dissemination of the basic literacy programs in a variety of community and institutional settings.

The professional staff has been carefully selected for special skills and ongoing staff development activities have resulted in an effective team capable of managing a variety of complex program functions.

We at RFA have a high regard for the contribution LVA is making to a major societal concern. Our experience permits us to recommend the LVA program to agencies and organizations in a position to contribute support and/or collaborate with LVA in the alleviation of adult illiteracy.

Wishing you continued success in the year ahead.

Sincerely,

Richard W. Ford

Richard W. Ford, Ed.D.

RWF:jb

2100 E. GENESEE STREET • SYRACUSE, N. Y. 13210 • TELEPHONE 315-472-6777

McGILL UNIVERSITY
MONTREAL
20. 12. 73

Mr. Joe Gray
Executive Director
Literacy Volunteers of America, Inc.
222 West Onondaga Street
Syracuse, New York
USA 13202

Dear Mr. Gray:

Now that my formal review of the LVA materials has been submitted, I would like to share with you how impressed I was. Each of the specific pieces of material I examined was of top quality. The suggestions for use of the materials were clear and appropriate. I have been concerned with and involved in literacy projects for some years, and I have no reservations in ranking the LVA materials and instructional suggestions as first class.

It is heartening, and rare, to find materials that have been so carefully prepared and revised. It is clear that the LVA material development has borrowed well, created cleverly and integrated the materials and their usage superbly. The training programs and the guides built into the printed materials can make new and experienced tutors both comfortable to begin and competent to teach.

The LVA programs are so far advanced over what continues to be done in many places and programs that I hope you are able to advance your dissemination of them. I know, of course, that you need to be careful not to over extend the staff, but others should know about the LVA program now.

Cheerio,

Frank P. Greene, Ph. D.
Director, Reading Centre
McGill University
3700 McTavish St.
Montreal, H3A 1Y2

2. Report of Student Reading Level Improvement

Mr. Alladi Venkatesh, a Ph.D. student at the School of Management, Syracuse University, prepared a report in November, 1973, for LVA to measure the degree of student reading improvement. The report was titled "Probability Sampling and Analysis of Data Using Random Sampling Techniques and the LVA Reading Test to Measure Degree of Reading Improvement and Other Factors." The following is a summary chart showing the degree of reading improvement. The average number of student hours taught was 42 during the period of September, 1972 to June, 1973. The complete report is on file at LVA and available upon request.

What Was Tested	Students Sampled	Grade Level Improvement
Word Recognition	32	no improvement
	22	1 grade improvement
	18	2 grades improvement
	9	3 grades improvement
	2	4 grades improvement
	2	5 grades improvement
	3	6 grades improvement
	7	7 or more grades improvement
Total	95	66% improved one or more grade levels
Reading Comprehension	36	no improvement
	17	1 grade improvement
	18	2 grades improvement
	6	3 grades improvement
	7	4 grades improvement
	2	5 grades improvement
	3	6 grades improvement
	6	7 or more grades improvement
Total	95	62% improved one or more grade levels
Listening Comprehension	48	no improvement
	18	1 grade improvement
	12	2 grades improvement
	4	3 grades improvement
	3	4 grades improvement
	3	5 grades improvement
	2	6 grades improvement
	5	7 or more grades improvement
Total	95	50% improved one or more grade levels
Diagnosis (Word attack skills)		Improvement in all students

Note: Grade levels above are used by LVA-READ Test. One grade level above corresponds with ½ school grade.

3. Intangibles

The hard-to-measure intangible accomplishments of the Literacy Volunteers program are frequently as significant as improvement in reading. One-to-one teaching is a two-way process because the tutor is learning virtually as much as the student. The tutor becomes aware of the student's daily life which frequently includes problems of health, housing, and economics. With this knowledge, the tutor gains insight into a life style which may be far different from the tutor's own experience. This insight, once gained, can go a long way in overcoming human barriers. The effect on the student of having one person who offers practical, understanding help is real and valuable. His self image improves and his belief in a way out of his difficulties is strengthened. The effect on the family of the student is often profound. Children have a new respect for the value of education, for the parent who is developing his skills, and for the tutor who is freely giving time and effort to a fellow citizen.

Most volunteers from the community, who are directly or indirectly involved with the Literacy Volunteers program become aware of local ABE programs through Literacy Volunteers, and as such, become supporters of local and state ABE goals and objectives.

VIII CONCLUSIONS

A. General

If voluntary programs are to be most effective in support of ABE efforts, they need to be established in close cooperation from the beginning with state ABE directors.

After several local programs are established in a particular state, the establishment of a voluntary state-wide support organization should proceed without delay.

Local community programs can be volunteer manned, governed and financially self-supporting.

Local community programs can be successfully established with some effort and minimum resources; however, with few exceptions they would not be as effective nor would they grow, or perhaps even survive, unless actively supported by a full-time person within a particular state.

State ABE directors, in general, are becoming increasingly receptive, and often enthusiastic about the use of volunteers.

B. Major Conclusions

LVA has developed the training materials and support systems and successfully demonstrated that volunteers can be a valuable low-cost supplement to ABE programs provided that the volunteers are well trained with professionally developed training, and that they are organized to insure supervision, support and accountability.

The potential for using volunteers in cooperative projects with libraries, correctional facilities, ABE centers, business and industry, universities and colleges and the community at large is great provided limited but reasonable resources are available.

IV DISSEMINATION

A. Staff Development Project

LVA has been awarded a grant from the U.S. Office of Education under Title III 309 (c) of the Adult Education Act. During fiscal year 1975, LVA will work closely with the Regional Staff Development Project Directors in USOE Regions I, II, III, V and X to disseminate experiences gained in its U.S. Office of Education 309 (b) demonstration project and provide the state ABE directors in these regions with the capability of establishing volunteer adult basic reading tutorial programs.

It is too early to assess in depth the LVA assistance; however, the LVA training and technical assistance has been well received in all five regions. Some state ABE directors in the regions involved, because of the fund's limitations of the project, have used state funds for participant travel, in order to have additional state ABE personnel attend the LVA workshops.

B. LVA Readiness

LVA is ready to assist interested parties from the public and private sectors throughout the country to help solve the national reading problem by providing the following training and technical assistance:

1. Training of tutors
2. Training of workshop leaders (trainers of tutors)
3. Training and/or management of organizers or coordinators to establish one or more community-based volunteers adult basic reading tutorial programs.

LITERACY VOLUNTEERS OF AMERICA, INC.

Report of An Independent Evaluation

Conducted by

Richard Ford Associates, Inc.
2100 E. Genesee Street
Syracuse, New York

For

LITERACY VOLUNTEERS OF AMERICA, INC.

Syracuse, New York

Pursuant to the U.S. Office of Education Grant OEG-0-71-4479 (324)

Adult Education Act, Section 309b

November, 1973

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APPENDIX

A. Worksheet A - Evaluating Your Organization

DECLARATION

The project reported herein was prepared pursuant to a grant from the U.S. Office of Education, Department of Health, Education and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U.S. Office of Education and no official endorsement by the U.S. Office of Education should be inferred.

I. OVERVIEW

Since 1971, Literacy Volunteers of America, Inc. (LVA) has experienced a period of expansion. This expansion has taken place primarily as a function of the demonstration project grants. Table I below shows numerical and percentage increases in LVA affiliates, volunteers and students since the demonstration project was initiated in 1971.

TABLE I

	1971	1972	1973	% Increase 1971-1973
No. of Affiliates	29	40	50	72
No. of Volunteers Teaching	1106	1503	1866	69
No. of Volunteers in Supportive Positions	473	488	567	20
No. of Students Taught	1579	1991	2433	54

Table II provides a numerical breakdown of affiliates, teachers, students and non-teaching volunteers located in the demonstration sites of Connecticut, Massachusetts and New York City as of fall, 1973.

TABLE II

	Connecticut	Massachusetts	New York City
No. of Affiliates Established	6	7	1
No. of Volunteer Teachers	213	116	53
No. of Volunteers in Supportive Positions	19	23	4
No. of Students Taught	230	106	64

Literacy Volunteers was founded in 1962 and chartered under the State of New York in 1967 as a tax-exempt, non-profit organization for the purpose of training volunteers to tutor basic reading to adults on a person-to-person basis.

In 1972, Literacy Volunteers, with 40 affiliate organizations and 2,000 volunteers, changed its name to Literacy Volunteers of America, Inc. (LVA) to emphasize its growing national character and thrust.

By fall, 1973 LVA had expanded to fifty affiliate organizations with 2,400 volunteers.

The LVA Charter and By-Laws govern the Corporation. A board of directors is comprised of up to 30 volunteers who meet at least quarterly and conduct an annual meeting in the fall. Each board member is assigned to one of six standing committees.

The national headquarters office, located in Syracuse, is staffed by six salaried persons led by an Executive Director and a Director of Coordinators. Three salaried field coordinators are located in Worcester, Massachusetts, Hartford, Connecticut, and New York City.

II. LVA Organizational and Operational Structure

The evaluators have selected an organization development model as described by Gordon Lippitt and Warren Schmidt (Harvard Business Review, November, December, 1967), as a tool for analyzing LVA.

The model focuses upon crises in a developing organization and the organizational confrontations which test managerial flexibility, understanding, and skills. The organization development model describes six stages of development - to be born, to survive, to become stable, to gain a reputation, to achieve uniqueness, to contribute. At each growth stage a series

of management objectives need to be clarified and dealt with in terms of operational strategies (see Appendix A. Worksheet A - Evaluating Your Organization).

The evaluators view LVA today, and it will increasingly be viewed in the future, as a composite of many organizations which will be at various stages of development at any point in time. In the section which follows the focus is upon the organizational development of the National Headquarters staff, and its board of directors. Although the three state/area coordinators belong to the national headquarters staff, they are leading organizations at a much different stage of development. The articulation of these different stages is one of the concerns presently confronting LVA.

As of Fall, 1973, Literacy Volunteers of America, Inc. has successfully lived through the developmental stage referred to as birth. The critical concerns of this stage were, 1) to create a new organization and, 2) to survive as a viable system.

The organization which existed prior to 1972 consisted of many persons who were competent and dedicated leaders who also possessed understanding and the experience of working with volunteers.

Although the fledgling organization was successful in disseminating the Literacy Volunteers message and establishing 30 affiliates, it was accomplished more as an "accidental-incidental" extension of the systematic and ongoing development of the tutorial reading program. By 1972, the Literacy Volunteers program had become recognized as a viable pilot program for adult literacy that could be replicated in any community in the nation, provided that appropriate leadership and technical support existed.

Through the funding provided under the grant from the U.S. Office of Education, LVA has installed a pilot model for systematic dissemination on a state-to-state basis.

In the first year of the project LVA recruited and trained coordinators for three pilot areas (Massachusetts, Connecticut, and New York City). The first year objective in establishing LVA in each area was to create an operational volunteer affiliate. The second year objective was to expand to at least five affiliates.

As of this date, the statewide objectives for Connecticut and Massachusetts have been achieved. The successful establishment of affiliates in these states is attributed to the following:

1) Competent professional staff.

2) A proven program designed to meet a recognized social need.

3) New affiliates were located in communities in which volunteers recognized the need and valued the LVA product.

4) A well-organized national headquarters with the ability to provide technical support.

The New York City program failed in its initial year primarily as a result of the limitations of the professional staff corrdinator. However, this was recognized and remedied through replacement with a skilled coordinator with a strong graduate background in language and literacy. This program is now moving in very positive directions with an excellent dissemination/installation model being piloted in collaboration with the Port Authority of New York.

III. Fiscal Procedures and Funding

The internal fiscal management systems adopted by LVA are specific and reflect a much higher level of sophistication than would normally be found in the majority of non-profit or profit corporations with annual

revenues not exceeding a quarter of a million dollars.

The LVA Policies and Procedures Handbook contains explicit policies and guidelines dealing with:

1. Prerequisites and continuing requirements for LVA affiliate membership.
2. Federal Income Tax Exemption and related matters.
3. Budget guidelines - for various size affiliate organizations.
4. Forms used by affiliate and state member organizations.
5. Forms used by national office and/or state coordinators.

The 1973 Annual Report of LVA, Inc. contains a certified financial statement for the fiscal year ending June 30, 1973.

The excellent reporting and accounting procedures adopted by LVA are a credit to the Board of Directors and the Executive Director. Such procedures enhance the credibility of the organization in presenting proposals to governmental agencies and other funding sources.

The history of LVA is not unlike many American profit and non-profit corporations which were launched on the vision and conviction that a product or service would meet a unique need and would thus be marketable. Such was the vision of Mrs. Ruth Colvin and a small cadre of Syracusans in 1962. Prior to 1969 the financial resources, derived primarily through contributions and affiliate dues, supported minimal expenses of a totally volunteer organization. LVA's operating expenditures increased from $4,000 in 1967 to $38,374 in 1969, the year a full-time executive director was employed. In 1971, LVA received the first of several program development grants from the private and public sectors. In 1972, the program and accounting year was changed from a calendar to a fiscal year (July 1 - June 30) and the Corporation name was changed to Literacy Volunteers of America, Inc. The Table below shows national organization, total affiliate and total LVA operating expenditures from 1969 through 1973.

TABLE III

	1969	1970	1971	FY-1972	FY-1973
National Organization Operating Expenditures	30,000	36,000	46,000	102,000	116,000
Total Affiliate (Local) Operating Expenditures	8,374	9,744	9,532	14,800	34,000
Total LVA Operating Expenditures	38,374	45,744	55,532	116,800	150,000

There would be a limited benefit from this evaluation if the need for continued subsidy by "development capital" were not addressed forthrightly.

LVA, Inc.,with a specific and proven program addressed to a major societal need, is a young corporate entity which has just recently emerged to join other non-profit organizations dedicated to improving social, cultural, and economic life for American citizens.

The birth stage of LVA, Inc. required the board of directors and executive director to establisn clearly-stated short-range objectives that could be communicated throughout the organization.

In the 16-month period following nationalization, LVA has moved effectively and efficiently to create a new socio-technical system to deliver tutoring to thousands of functionally illiterate adults. The key decision and problems which were dealt with in this period included the following:

a. Marketability of product or service

b. Fiscal procedures and funding

c. Technical procedures

d. Political or legislative needs

e. Organizational leadership

In the following paragraphs each of the above key decision-making and problem areas will be described in terms of the way the evaluators saw LVA perform in this critical period of development.

Marketability of Product or Service

During the first decade (1962-1972) Literacy Volunteers developed an excellent program including components dealing with the student materials, tutor recruitment, and tutor training. The basic development work, spearheaded by a small group of dedicated persons, has been characterized as an effort that would "borrow the best, invent the rest, and put it to the test."

Prior to 1972, the Literacy Volunteers program spread to new communities (primarily upstate New York) through word of mouth, the major vehicle being Church Women United. The funding provided by the USOE Title III grant has contributed to two major outcomes - 1) it provided adequate capital resources to support a trial effort and provide minimum security for salaried personnel and, 2) it allowed for a demonstration that LVA had the capability to install and service its program in new areas using a mode not dependent upon the founders.

The major problem confronting LVA national headquarters during the next three years will be that of maintaining the thrust and momentum generated since 1971. The funding necessary to maintain this thrust must be sufficient to serve the four management objectives described below:

Marketing	Financial Resoures	Productivity
Enough revenues to meet ongoing expenses.	Adequate capital to cover accounts receivable and possible slump.	Ability to provide support services to meet all organizational requirements.

Human Resource Utilization
Maintain core staff, with high morale and flexibility to meet changing demands.

At this point in time national headquarters is undercapitalized and cannot adequately support continuing development of the dissemination/ installation model initiated in Connecticut, Massachusetts and New York City. To continue, LVA must adjust to the realities of its new and expanded environment which is dependent upon salaried personnel.

In summary, the fiscal needs of LVA can be met through some clearly articulated short-range objectives, communications know-how and an ability to adjust to changing conditions.

Technical Procedures

LVA managed to become a vital organization through sheer hard work and dedication by scores of individuals located in Syracuse and communities throughout the Northeast and Illinois. Fortunately, the pioneers of LVA possessed an excellent grasp of the skills, procedures and documentation necessary to govern, and maintain a broad-based volunteer organization.

In the selection of both the Executive Director (Mr. Gray) and the Director of Field Services (Mrs. Haendle), the National Board brought to the organization two individuals possessing complementary skills and experience in management. The recently-published Policies and Procedures Handbook of 140 pages is an outstanding document which provides clearly-stated and concise information on the policies, guidelines, regulations, procedures, and reporting forms that apply to all components (National, State and Local Affiliates) of LVA, Inc.

The strength and viability of the Policies and Procedures Handbook resides in the fact that what it contains is the product of the self-conscious experience and learnings of volunteers and staff personnel over 10 years.

Political or Legislative Needs

The likelihood that the National Headquarters of LVA can maintain the direction and thrust that has evolved in the past five years will depend to a much greater extent on clearly developed and implemented strategies for responding to existing National and Regional literacy needs. This will require collaboration in order to benefit from the skills, organizational supports and funding options provided by other public and private agencies and organizations.

LVA is to be commended on having had both the wisdom and the courage to "stick its neck out" to seek private and public support for development. The willingness to both share and learn with other agencies has provided the Program Development Grants listed below:

Title	*Description*	*Date*	*Remarks*
Basic Reading Program Instructional Materials	*To develop the following materials for volunteers use in the tutoring of basic reading to adults and teenagers* *(1) Reading Test (diagnostic* *(2) TUTOR Handbook (specific techniques and methods of tutoring* *(3) LEADER Handbook (How to plan, organize and direct a volunteer basic reading program)*	*January 1971* *Amount* *$21,000* *Grantor* *NYS Education Department*	*Materials were developed and published by the Follett Publishing Company in October 1972*
Volunteer Basic Reading Demonstration Project	*An experimental and demonstration project under Title III, 309 (b) of the Adult Education Act to develop procedures and supportive systems and determine whether LVA could successfully replicate its program in Conn., Mass., and New York City*	*July 1971* *Amount* *$330,000* *Grantor* *U.S. Office of Education*	*Project to be completed by March 1974. The training materials and supportive systems have been developed. Project has met all objectives up to date in Conn., and Mass. with reasonable progress being made in New York City.*

Title	Description	Date	Remarks
Inner City Teacher Recruiting Project	To recruit inner city poor and minorities as students and tutors in the Syracuse, New York program.	February 1971 Amount $20,000 Grantor Office of Economic Opportunity	Project was completed in January 1973. 34 teachers were trained and 90 students recruited and taught. Valuable experience was gained on how LV can more effectively work in the inner city.
Audio-Tutorial Basic Reading Project	To develop, test and evaluate audio-tutorial materials for teaching adults basic reading, Dr. Jane Root is Project Director. LVA hopes to complement the present one-to-one approach enabling volunteers, with the help of programmed materials, to provide personalized instruction to several students at the same time.	December 1971 Amount $80,000 Grantor NYS Education Department	Target completion date is December 1974.
Teacher Training Workshop	To develop and produce new core segments of the LVA Teacher Training Workshop. 50 sets of the workshop will be produced with over 200 additional colored slides, a separate cassette tape for each segment and a printed copy of the script.	November 1972 Amount $6,500 Grantor Haas Foundation and individual donor	Presently being used by the state coordinators and affiliate member organizations of LVA.
Adult Basic Education/Literacy Volunteers cooperative project	To develop a model of how Literacy Volunteers can work cooperatively with selected ABE Centers in New York State to supplement the on-going ABE Program.	---- Amount $10,000/year Grantor New York State Education Department	Project was initiated in 1969 and has been continued each year.

These grants have made the difference for LVA in terms of both financial strength and image. The actions required by the Board of Directors in initiating proposals and living with funded development programs has resulted in improved decision-making, policy development, improved use of external resources and an increased awareness of the contribution the LVA program can make throughout the nation. It must be stated that LVA, Inc. could not have had its "rebirth" as an organization with a national scope and vision in 1972 without the security and shared objectives provided by the external funding agencies.

Moving from the birth stage (1971-73) to a stability stage (1974-1976) requires a supportive level of funding from one or more private or public agencies interested in, and sophisticated with respect to, organizational growth. Research and development should broaden its emphasis from materials to organization development and dissemination strategies.

The critical need is to seek out and attract an agency(s) or corporation(s) cognizant of the overhead costs of the national headquarters and the need for "investment capital" to continue assisting the state organizations through their early stage of development.

It must be recognized that the national headquarters staff and board of directors are at a different stage of organizational development than the state organizations. The national office is moving from birth to stability, while the state organizations are still at a birth stage. It must be remembered that LVA is a complex federation of organizations and that different segments will inevitably face different concerns because they are at different stages of development at any time.

In summary, LVA needs to propose to governmental agencies and/or the public and private sectors a 3-year program of funding necessary to insure support of the national headquarters as it continues the task of institutionalizing LVA in Connecticut, Massachusetts and New York City. The replication objective has been achieved in these areas, but it is too soon to expect that the state/area organizations can exist without funding support from the national organization.

Organizational Leadership

The professional and volunteer leadership which is demonstrated throughout LVA is outstanding. It is probably indicative of the organizations' respect for competent leadership that is has chosen titles such as:

1) Leaders Training Workshop
2) Leaders Seminar (Annual Inservice Training)
3) LEADER Textbook

Leadership skills combined with vision, dedication and an openness to learning from experience characterizes the LVA personnel and operational modes.

During the first decade, the organization relied primarily on part-time volunteers. The major objectives were to define the minimum jobs needed and to recruit personnel with initiative and flexibility. In the immediate future however, human resource utilization must take a different thrust. It is now necessary to maintain a core staff with high morale and flexibility to meet changing demands.

The evaluators have been impressed with the core staff of the national office and the three salaried state coordinators working out of Massachusetts, Connecticut, and New York City.

One of the current concerns however, is to develop more creative ways to draw upon the skills and experience of the field coordinators for planning, decision-making, and problem-solving. The coordinators and national headquarters staff need mutual support, shared objectives and accountability while working on and through the concerns that accompany the stages of organization development.

In organizations characterized by both volunteer and salaried professional staff, different kinds of reward systems have to be available for the professional staff than for volunteers. It is not realistic to expect a person whose career is on the line to share identical values or to fulfill the same needs through the organization as does the volunteer.

The evaluators recommend that sufficient time and funds be made available in the future to assure the continuation of at least quarterly meetings of all salaried personnel to work on goal setting, clarification of problems, shared decisions and move toward a feeling that a career position is possible.

IV. Replication

The general objectives as set forth in the project proposal included:

1. Provide a pilot program for adult literacy that can be replicated in any state in the nation. More specifically, the project objectives included:

   a) The establishment of 9 affiliates in Connecticut and Massachusetts.

   b) The building and expansion of five New York City affiliates.

   c) The establishment of a financially self-supporting state/area organization governed by a Board of Directors which adopts the LVA recommended constitution and by-laws and meets the LVA requirements for state/area membership.

The evaluators have reviewed the reporting forms and records of the affiliates and have conducted site visitations in Massachusetts, Connecticut and New York City.

The project objective of establishing 9 affiliates in Connecticut and Massachusetts has been met and exceeded.

The objective of building and expansion of five New York City affiliates has not been met.

The objective of establishing three financially self-supporting state/area organizations and governing boards has been partially met. The Connecticut and Massachusetts organizations have established a board of directors and the Connecticut state organization has reasonable assurance of a level of support sufficient to maintain the coordinator's position and office for the next year. As of this date, Massachusetts has not received firm committments sufficient to fully fund the coordinator's position and office. The New York City area coordinator has not yet established a board of directors nor received firm committments sufficient to fully fund the coordinators position and office. (The consultants feel that the question of establishing a New York City Board of Directors needs to be re-examined.) With several months remaining under the current grant, there are indications that the Massachusetts and New York City coordinators may realize partial, if not full, support by spring, 1974.

Enabling and Hindering Factors

The consultants have had an opportunity to study LVA in considerable depth through site visitations to the national headquarters office, New York City, Connecticut and Massachusetts coordinators' offices, attendance at the

Annual Meeting, Leaders Seminar, a Teacher Training Workshop, and extensive study of LVA working documents.

The major enabling factors with respect to replication of the LVA program have been:

1) The quality of the LVA program and the LVA history.

2) The experience, skills, and technical support systems which reside with the professional staff at national headquarters and the board of directors.

3) The funding support available for the state/area coordinators and the national headquarters.

4) The leadership and administrative skills and understanding possessed by the three state/area coordinators currently employed.

5) The varied forms of leadership and resources which emerged in each community where an affiliate was established.

6) The obvious fact that functional illiteracy constitutes a major social problem in America and is a non-controversal way for volunteers to deal with social reform.

The major hindering factors which made replication more difficult have been:

1) The need to replace the coordinator who initiated the LVA program to New York City.

2) Learning through experience that the New York City affiliate may require a different structure from other community affiliates for the most effective operation. (It appears that LV of New York City must seek out agencies and organizations that will commit themselves, both with finances and personnel, to raising the literacy standards, either of their own employees or of people in the community.)

3) Having to learn through experience that the salaried state/area coordinators encounter different situations and variables when promoting the program in virgin regions than those dealt with by the Syracuse headquarters staff and founders when the first 30 affiliates "sought out" LVA for their communities. The implication of this learning is that LVA needs to be more cognizant of the variables encountered when initiating an agressive marketing stance with salaried field personnel.

A major problem in terms of evaluation is the fact that only part of the LVA installation could be considered replication. The portable components of training workshops, materials, and affiliate policies and procedures have long-since demonstrated their replicability as LVA has stretched out to new communities. What is not a replication however, is the new strategy of placing a salaried LVA coordinator in a state/area with the charge of "going after" affiliates.

As consultants, the RFA staff feel a responsibility to take LVA "off the hook" with respect to the project objective dealing with the establishment of a financially self-supporting state/area organization governed by a board of directors. This objective could not be considered a replication of anything that LVA had done previously. In fact, the New York State coordinator with approximately 30 veteran LVA affiliates is just now beginning to develop a state organization.

The model of self-supporting state organizations certainly appears to be appropriate and is used in many other broad-based non-profit corporations. However, the problem that faces the coordinators is that of moving toward full funding in a quite specific time frame without certain operational, leadership and political prerequisites attained. If the full funding of LVA state/area organizations can be compared to private sector businesses, then it is important to look at the management components that need to be working effectively in order to reach the "break-even" or profit generating point. In more than one instance the state/area coordinators have been disappointed in the level of support and leadership coming from what had appeared to be a viable community agency or organization - for example, a Chamber of Commerce in Connecticut, and a National Corporation in New York City. In other instances, support and leadership has come easily and has contributed to an overall sense

of buoyancy and optimism for the LVA coordinator. Such has been the case with the Port Authority in New York City, the Aetna Life & Casuality Company in Hartford, Connecticut and the Worcester National Bank of Worcester, Massachusetts.

Certainly there are a number of situational factors which interact with the enabling factors described earlier. Different styles of leadership and competencies of the state/area coordinators combined with good fortune will probably influence the point at which full funding can be sought with reasonable assurance of success.

It appears that Connecticut will receive full funding for the year following termination of the project. Massachusetts and New York City are farther from the goal of achieving full funding by the end of the project.

In summary, the consultants are confident that the project demonstrates the viability of affiliate replication and dissemination of the LVA program but cautions both LVA and the readers of this report not to infer that the practice of establishing a fully funded self-supporting state/area organization is in anything but a trial stage, thus, requiring further documentation, study, nurturance, and more trial sites.

VI. Supportive Materials and Systems

In Section I reference was made to the outstanding Policies and Procedures Handbook which contains all the necessary guideline forms and procedures. The evaluators designed a questionnaire which elicited responses of affiliate leadership personnel with respect to the Policies and Procedures Handbook and other supportive materials.

There were no indications of weakness in the Policies and Procedures Handbook. Its strengths included many responses in the following categories: "very helpful; good guidelines; most necessary and well done; valuable for legal advice."

The Annual Leaders Seminar is seen by most affiliate leaders as the single most important support and energizer. The Leaders Seminar provides a training, communications, and motivating function which brings together both the experienced and new leadership. Consideration in the future needs to be given to strategies for incorporating the needs and populations of very diverse affiliates. For example, LVA may need to schedule a weekend seminar, as more persons who have full-time business positions assume active leadership roles in the affiliate, national and state meetings.

One of the learnings derived from the evaluation of support systems, and specifically in terms of communications, was that the majority of persons representing affiliates are very happy to be associated with LVA and with the broad goals and thrust of LVA beyond their immediate situation. The essence of LVA support is in human contacts and satisfactions.

In summary, the combination of excellent supportive materials (written and audio-visual) and systematic training creates a socio-technical support system which insures the predictable delivery of the program to functional illiterates.

Extent of Adoption/Participation with Other Adult Education Programs

Each of the 3 state/area coordinators as well as the national headquarters staff have worked closely and shared resources with other agencies and organizations dealing with Adult Basic Education. A listing is provided below:

ABE

LVA has worked cooperatively with ABE, in varying degrees, in New York, Maine, Connecticut, and Massachusetts.

In New York, ABE and LVA have had a contractual agreement for several years, under which there has been a mutual cross-referral system. In ten cities served by both LVA and ABE, volunteers have provided supplemental tutorial help to ABE students at ABE centers, and have also followed up on the drop-outs from ABE programs.

In New York City, LVA's have begun work with ABE's program with the Port Authority.

In Massachusetts and Connecticut, approval of state ABE directors was sought and obtained before LVA initiated the LVA program. Affiliates in both states have subsequently contacted local ABE centers and have offered their services. Success has been noteworthy in Connecticut, where LV's currently tutor in ABE centers.

In Maine, ABE has provided in-kind services, and purchased library materials for LVA.

Because of the vast rural areas in Maine the outreach arm of LVA has been especially helpful in supplementing the State ABE Program by reaching those who would not otherwise be serviced by the ABE centers.

Corrections

LVA's growing involvement in corrections has been accomplished in cooperation with existing educational programs in correctional facilities. In Connecticut, the superintendent for the Correctional School District established the first LVA affiliate within a maximum security facility. Inmates trained at the Somers Facility are being transferred to other state facilities to expand the program throughout the State Correctional School District.

In Massachusetts LVA programs at both Bridgewater and at Concord MCI (Massachusetts Correctional Institution) were initiated with the cooperation of the principals of the prison schools. At Concord, the director of the local ABE program provided the facility for the LVA workshop.

In New York State, the LVA program is being carried on with the full cooperation of the Volunteer Program Coordinator at Clinton Prison. The State Director of Education for Corrections and State Director for Volunteer Programs for Corrections have encouraged expansion of the LVA program throughout the State Correctional Facilities.

Adult Education State Development Project

LVA has initiated its first cooperative state program with ABE staff using ABE resources to establish affiliates in Vermont. ABE staff interns in Vermont have been trained as LV leaders, and volunteers recruited by them, have been trained as tutors. The supervisor of staff interns will act as LVA's State Coordinator. The Vermont Consultant in Adult Education, feels this is an excellent and practical use for staff development monies. The interns are enthusiastic about their own preference for a program to be established in their communities.

Libraries

Public libraries have assumed a sponsorship role with LVA affiliates in Mount Vernon, NY; Norwich, Stamford and Waterbury, Connecticut; and Madison, Maine. Library administrators see LVA as an excellent and obvious means of furthering community outreach aims.

Libraries provide staff assistance in the administration of the affiliate, facilities for training, aid in acquiring the affiliate library, space for tutoring, and public relations services.

New York State Office of Migrant Education - Albany, N.Y.

LVA recently initiated a cooperative project under the overall direction of the NYS Office of Migrant Education, Albany, N.Y. Cornell University and Program Funding, Inc. (PFI), of Rochester, N.Y. are participating agencies. LVA will work closely with other PFI projects intended to service and develop model programs to help migrants. The long range objective of LVA's participation in this project is to develop: (1) Supplemental segment to the present LVA Teacher Training Workshop for training migrants and/or others to tutor migrants. (2) Supplemental list to the LVA bibliography for working with migrants. (3) Supplemental list of teacher reading materials for teaching migrants appropriate for inclusion in Teacher Kits. (Background, cultures, sensitivity, etc.) (4) Guidelines on how to establish a migrant basic reading program.

New York State Department of Education

LVA is developing audio-tutorial adult and teen basic reading materials under a grant from the New York State Department of Education. The objective is to develop cassette-tapes and reading materials which volunteers can use in teaching adult and teenage students with little or no skills in basic reading. An additional objective is to provide the means by which trained and qualified volunteers can give individualized instruction to several persons at the same time, thereby reaching a greater number of non-readers.

ACTION Agency, Washington, D.C.

LVA has obtained the approval of the ACTION Agency, Washington, D.C. to assign up to six VISTA volunteers under the ACTION's Cooperative Programs to various LVA operating units. Funds are available for two volunteers and their assignment to the LV New York City Office is eminent. Other ACTION volunteers will be assigned as funds are available. In a separate project the Catholic Diocese of New Bedford, Massachusetts has assigned an ACTION volunteer to work for LVA in the New Bedford area.

Community Action Program of the Office of Economic Opportunity (OEO), Syracuse, New York

Historically, the majority of students taught by LVA has been the disadvantaged minority group members and the poor. In an effort to include these citizens to a greater degree in the operational phase of the LVA program, LVA obtained a grant from the OEO with the major objective of recruiting and training minority/poor residents as tutors for leadership roles in the LVA local community based program. Over a two year period, thirty four tutors became involved in the program. Members of the inner city formed an Advisory Board Committee to the LVA National Board to assist in the formulation of plans, decision making, and evaluation of the project. The project was considered a success by the OEO and a follow-on grant was awarded to the newly-formed local Literacy Unit, Literacy Volunteers of Greater Syracuse.

National Reading Center, Washington, D.C.

Prior to the phaseout of the National Reading Center (NRC) in June 1973, LVA had many mutually beneficial visits and/or contacts. The NRC was formerly responsible for the out-of-school population.

After surveying the country for good volunteer adult basic reading programs, NRC published the LVA program as the first in a series of major partners in the National Right to Read effort. When the NRC was planning for the pilot project of establishing Community Reading Councils, they requested LVA participation at several important meetings to review and comment on their plans.

Presentation at HEW-OE Region I and II State ABE Directors Meeting

The LVA, Literacy Volunteer State Coordinator for Connecticut addressed the State Adult Basic Education Directors for Region I and II at a meeting held in Connecticut in 1972 after the LVA Connecticut Program had been operational for one year. As a result of this initial exposure several actions were initiated by ABE administrators to seek out ways to work with LVA.

New York State Reading Association Conference

LVA presented the LVA Volunteer Adult Basic Reading Program to the New York State Reading Association in November 1973.

The data presented above and communications on file at the national headquarters offices indicate that LVA is making substantial efforts to share experience, materials and personnel time with other ABE agencies and organizations. This initiative is commendable. However, the consultants wish to caution that LVA does not overextend staff resources, which are already heavily committed to ongoing organizational objectives, unless communications and cooperation with ABE counterparts are bringing about some synergistic outcomes.

The section which follows contains a critical evaluation of the LVA materials. Dr. Frank P. Greene, McGill University, an internationally recognized clinician and reading expert visited LVA in Syracuse in October, 1973 and reviewed the READ, TUTOR, LEADER and Teacher Training Workshop publications and activities.

While the materials discussed in the following section were not developed under this grant, the experience of dissemination and subsequent feedback has sharpened the focus on continuing research and development carried on by the National Headquarters.

The consultants who collected the data which contributed to the preceding sections of this report received extensive evaluative comments from the volunteers who use all the LVA materials. These comments were very positive and reinforce an observation made by Dr. Greene that the materials are "so good that given the current climate of the worker being worthy of his hire, it is a wonder that LVA is able to keep any of its trained trainers!"

VIII. LVA Materials Evaluation for Richard Ford Associates by Dr. Frank P. Greene, November, 1973

As a brief introduction, prior to my specific comments about the materials I reviewed, I find it appropriate to comment on the overall quality of the materials. Their quality is higher than I, in all honesty, anticipated. That is not a condescending statement. It is a reflection of how well the LVA group has managed to produce materials over the years and how well they have revised them as use dictated. The overall program must be given a first class standing.

READ

LVA suggests as a starting point for tutoring the READ Test - the test designed in order that the tutor will know what to do next. It is probably the weakest piece of the LVA material, and fortunately the least important. My value judgement (that it is the least important) is based on the severe limitations of what "Read" tests, the really limited information the tutor gets for considerable time spent, and my confusion as to whether the test is to gather evaluative data for LVA pre and post-tutoring or really to be useful in tutoring.

Let me stress, for those times when the student happens to fit the very primitive level of the tests, then it should be just ideal. It is a good test; but is severely limited in scope. And this limiting scope makes it not relevant to either the tutor or the student in many of the situations LVA tutors are now finding themselves.

There is much more phonic information set out to be done seriatum than is really comfortable and certainly more than is at all necessary to begin teaching. The major strength of OTO tutoring sessions (over large ABE classes) is that every session is diagnostic; it is known what worked and why something did not work. The limitation of all the questions, at whatever reading level, to literal recall was intentional, but simply inadequate for assessing readers who have passed the basic decoding level.

There seems to me to be a conflict between giving this test and just checking pass or fail and trying to analyze the behaviors. It may well be that novice tutors are not ready to analyze test patterns, but then why make the test so traditional that that would seem to be one of its merits? The best use of this test may be to teach tutors what they should be watching for so that the tutor will never have to give the test again since they will be

easily able to get equivalent information from just working with the student in some reading material.

I also have some concern over using grade level indications - so does LVA since it is suggested that they not be used! To identify specific skills or general comfort levels one need not label. This is after all a criterion test, not a normative one.

TUTOR

This is an excellent how-to-do-it book designed for the novice tutor. It offers good ideas, reinforces common sense, and is both sequential and specific so that the volunteer can learn and can tutor! The materials introduce the tutor into both the hows and whys of instruction of adult illiterates. Limitations I see with this material are of omission, not of commission. What has been covered has been covered well. What has not been covered are those problems the tutor locates when working with other than a truly illiterate adult. (See also discussion section at end of reviews.)

This book is consistent with the other LVA materials in that it makes the implicit assumption that if one can learn to decode, comprehension will naturally follow. This is also the current linguistic model for reading instruction. It has many limitations when working with adults. It neither recognizes the maturity of the adult nor their historical avoidance of print and subsequent compensatory mechanisms. There is more to understanding than literal recall, and when reading material of adult interest, higher level comprehension skills do not jump out of the whole cloth. In addition, it would seem that without reading-study skill development the adult will still be severely locked into a nonfunctional role in the world of print. (Again, see later discussion.)

These comments are not meant to depreciate TUTOR and the outstanding job the book does. Novice tutors who go through it feel comfortable about beginning with a student - the best possible recommendation a how-to-do-it book could possibly have.

LEADER

This is again an excellent how-to-do-it book. It takes interest and channels it into what could become a functional and successful literacy training unit. It represents very well the ten years of creating and revising that LVA learned by trying and doing. Since it covers those aspects of setting up a program that are most often not even thought of by those in the first flush of wanting to be helpful, it may be the most helpful book of all. It can preempt so much unnecessary grief.

Along with this book go the annually updated bibliographies of books and materials for tutors and bibliographies of high interest/low load books for the students. These additional lists are long enough to meet nearly any need and sufficiently categorized to be handy for different users.

TEACHER TRAINING WORKSHOP

This is the guide on how to put it all together. This is a teacher's manual the likes of which is seldom seen in educational circles. It is the type of guide seen in settings where they intend to make money (and therefore need to ensure that the program works time after time) or in the military (where teachers, students and settings change constantly and yet a constant experience is sought in order to ensure competency in the ranks). It is outstanding in its attention to details and providing information to answer most any problem which might arise.

This material is so good that given the current climate of the worker

being worthy of his hire it is a wonder that LVA is able to keep any of its trained trainers! The whole package gives so much insight into running personnel training programs that the person at this level could move into industry easily.

DISCUSSION AND COMMENTS

The traditional target student for LVA has been the adult illiterates from the local community. Recently there have been moves into industry, high schools, prisons, libraries, and students for whom English is a second language. Each of these groups has its own special needs and aspirations. In addition, the settings have their own advantages and disadvantages which need to be considered.

One of the basic tenets of ABE has been that they were dealing with illiterate adults The U.S. federal government has received several recent reports that indicate that ABE programs rarely had any total illiterates enrolled. Thus LVA is also recognizing that they are now dealing with semi-literates to a large extent.

Semi-literates have some clear difference from total illiterates The traditional IRI testing, for example has shown that semi-literate adults rarely have any solid independent reading level, but neither do they have an absolute frustrational level (up through the 6th grade level they were tested on). This situation reflects the street smartness of adults who survived without solid reading skills. It also casts some doubt on the use of tests like READ, at least to me.

Traditional reading programs have considered reading programs to have three levels: prereading readiness, reading skills, and reading-study skills. This model makes clear how important the reading efficiency aspects of

instructional programs for adults are. If all the time is spent in readiness and skill instruction, it is not reasonable to expect reading-study skills to emerge from the tutoring sessions.

Many adults feel that they have nad sufficient testing to last them their whole lives before they ever enter a literacy program. Many adults do not wish to have their inadequacies pointed out to them or to have these inadequacies catalogued by someone else. For some of these adults testing them when they wish to learn, is a sure means of driving them away. An alternative is for the teacher to locate missing skills through the process of teaching.

LVA has defined student level competency as up through 6th grade. While this meets the current US standards for literacy, it may not be high enough to really allow the student to become truly independent in reading and mastering (i.e., studying) much of the material an adult is expected to read. Adult material is often 8th and 9th grade level difficulty. With effective study skills a person with a 6th grade reading skill can master materials of this higher difficulty that they are interested in.

When the "traditional" adult illiterate is worked with, the materials of LVA seem to be better than most of the current market and the training program that goes along with the teaching strategies raises the level of LVA to outstanding.

The working by LVA in industrial settings of OTO adults on adults seems to be a natural development. It should provide needed help for the industries and be a reasonable means of expansion for LVA. I have some reservations about some of the other areas which LVA is being asked to enter. English as a second language populations will be very different depending on whether the student is already literate in his native language or no. If yes, then most

of the LVA materials are probably unnecessary and much of the needed language stimulation aspects of acquiring a second literacy may not be present. If no, then much of the language experience approach and the word family work may not have any linguistic base.

Prison populations may be appropriate, but probably the adults trained as tutors will gain the most. Again, some of the prisoners may be semi-literate already and need study type comprehension and habit training as much or more than the basic reading skills.

I have strong reservations about LVA getting into schools. It seems to me to be taking over what others are paid to do - if it works - and simply asking for trouble if it does not. And the motivations of an adult needing to learn are often very different from those of a kid putting in time in a school.

In summary, my evaluation of the current LVA materials is that they are excellent. The READ test may or may not be really useful in the program depending on the level of the student and the use made of the data. The rest of the training program is top flight. My reservations all revolve about the problem of semi-literates and the need for higher level comprehension and study skill training. Since it looks as if LVA is now dealing with semi-literates, and may seek more in the future, my concerns may well be only pointing out what needs to be done next.

WORKSHEET "A"
EVALUATING YOUR ORGANIZATION

Instructions: Indicate with a checkmark in the proper box where you feel your organization is now in relation to the seven indicated management objectives for your organization. These areas may overlap, but try to use your best judgment as to the major stage of accomplishment you feel your organization has achieved.

ORGANIZATIONAL GROWTH STAGES	MARKETING	PHYSICAL AND FINANCIAL RESOURCES	PRODUCTIVITY	HUMAN RESOURCE UTILIZATION	INNOVATION AND CREATIVITY	PROFITABILITY	SOCIAL RESPONSIBILITY
TO BE BORN	Awareness Conviction Product/service is marketable ☐	Adequate capital and resources to support trial effort, provide minimum security for personnel ☐	Establish capability to produce product or service ☐	Define minimum jobs needed; recruit personnel with initiative and flexibility ☐	Develop product or service which is needed ☐	To break even ☐	Honest presentation of risks and potential to investors ☐
TO SURVIVE	Enough sales to meet ongoing expenses ☐	Adequate capital and resources to cover accounts receivable and possible slump ☐	Ability to produce enough products to meet budgeted requirements ☐	Maintain core staff, with high morale and flexibility to meet changing demands ☐	Products sufficiently unique to attract buyers ☐	Handle obligations and show slight profit ☐	Honest dealings with customers and suppliers ☐
TO BECOME STABLE	Maintain profitable position in the market ☐	Cost accounting and financial planning on predictable continuing basis ☐	Stabilize output with market demands ☐	Personnel feel that career job is possible—Specialization begins ☐	Product improvements and some diversification to insure continuity ☐	Return on investment is seen as stable ☐	Develop reputation as dependable responsible organization ☐
TO GAIN A REPUTATION	Known for quality service or product ☐	Financial dealings have created assumed trust and confidence with consumers and others ☐	Establish high quality controls and servicing, guaranty respected ☐	Personnel develop sense of pride and identify ☐	Improved quality and new products to give leadership reputation ☐	Organization seen as one that has effective financial plans ☐	Seen as a leader in community affairs ☐
TO ACHIEVE UNIQUENESS	Acquire select markets which need and value product ☐	Resources to support self-studies, possible changes in organizational director ☐	Products or services seen as "Quality" and versatile to meet consumer needs ☐	Management audit training programs to strengthen capabilities ☐	Develop products which capitalize on our special capabilities ☐	Project long-range goals for profitability for all related to the enterprise ☐	Organization seen as contributing uniquely to community or nation ☐
TO CONTRIBUTE	Seek new markets; abandon markets which others serve better ☐	Resources used to aid community or nation to further social & economic well-being ☐	Product or service methods & by-products contribute to breakthroughs in the field ☐	Provide opportunities for personnel to grow; develop interests and abilities beyond job requirements ☐	Identify key societal needs, now unmet, which are related to our interests ☐	Financial returns are partly utilized for community or national good ☐	Evaluate present & potential impact of our company & society ☐

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